THE JOURNAL OF EDUCATION

Volume 128 MARCH, 1945 Number 3

OUR SEVENTIETH YEAR . . . OLDEST SCHOOL MAGAZINE IN AMERICA

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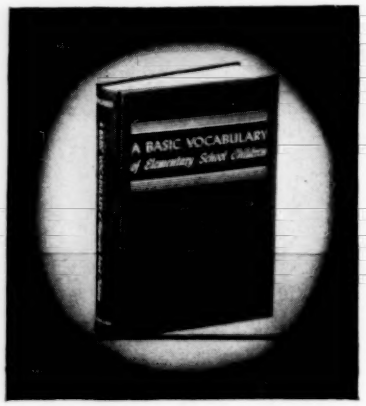

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VOLUME 128 MARCH, 1945 NUMBER 3

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as we go to press . . .

We invite your particular attention to three articles in this issue. Others are also significant and intriguing, but these three are virtually "musts." They are the ones dealing with Journalism, with Latin, and with accrediting the service man.

For a people who cherish a free press, we Americans are sadly ignorant of how our press is operated and how best to evaluate this instrument of liberty. The Journal is glad to present in the following pages an article for the average person, not a journalist, on journalism.

Last month we had an article that took a somewhat mischievous poke at Latin. Perhaps it was more a criticism of some teachers of the classics than of either Latin or Greek as a subject to be studied. At any rate we bring you something on the other side this time. The writer of this brief for Latin is not a teacher but a tester. He is a research man in a laboratory that specializes in discovering human aptitudes—trying to steer "square pegs" toward "square holes." His conclusion that Latin is a most practical study, a great aid to success, is reached by an unusual route.

And what high school principal or teacher has not been faced with what to do about giving credits to ex-students who are now in the service of their country and have asked for their diplomas? The problem can and should be approached sympathetically but not sentimentally. See what Lt. Costigan writes about it on page 92.

Robins are beginning to bobble on Boston Common once more. The grass is green. Tree limbs broken by the weight of snow have been trimmed away. Maybe with this number off our editorial hands we can take a short stroll there. Happy to have you join us if you will.

XUM

TEXTBOOKS IN REVIEW

Learning to Read Series

Preparation of a set of readers is far from the easy chore it once was. Today it calls for the most careful grading, the skillful rationing of vocabulary, illustration and narrative, the providing of effective hand work,—in short, the devising of an entire scheme of instruction, with readers, workbooks and teachers' manuals, all as unified in purpose as the movements of an army across a river. So it is high compliment to the new series, *Learning to Read*, to say, as we do say, that it shows good planning and careful execution throughout. Here is all the material for starting with the youngest child and developing his latent capacity for reading to the end of third grade. Noteworthy features are: the "talking pictures," which make the acquisition of new words exciting; the attractive illustrations in each reader; the early but unobtrusive introduction of phonics as a means to independent recognition of words; and the wide variety of textual material brought into play. By the time the third rung in the primary ladder is reached, the child is reading simple selections from authors who have long been known for their appeal to children's hearts and minds. Some of the material is new; most of it is imaginative; much is informative. It is important that the youngster who is learning to eat be practised on real food. And so it is with reading, as Dr. Nila Banton Smith appears to have perceived and acted upon while getting up these books.

LEARNING TO READ by Nila Banton Smith. Complete with pre-primers, "Read and Do" books, readers and teachers' guides through all primary grades. Silver, Burdett Co., New York. $.72-$1.

Our Surroundings

Described as "a complete course in general science" comes from the Iroquois wigwam in upstate New York, a revised and enlarged edition of *Our Surroundings*. The trio of authors, headed by George W. Fowler, has managed to cover an unusually wide field and to do this without skimping their treatment of any important topic we can think of. The many units in physics, chemistry, biology, astronomy and the other areas of physical science are introduced enticingly and expounded plainly. Experiments have been described sufficiently to have meaning even for those who lack the time or apparatus to perform them. Questions and projects as well as summaries are plentiful and practical. There are suggestions for outdoor observation by individuals and groups. Short biographies of famous scientists and inventors have been provided in a special chapter. Such recent applications of science as vitamins, color photography, microfilm, and the photo-electric eye help to relate this new edition to things the high school boy or girl hears or reads or sees today. The volume is replete with diagrams and other illustrations chosen for their usefulness. The total impression is that of a thoroughgoing opus, well designed to meet the eighth or ninth grade pupil where he lives and to usher him into the mysteries and secrets of the world around him.

OUR SURROUNDINGS, Fowler, Collister, Thurston. Iroquois Publishing Company, Syracuse, N. Y.

Modern Biography

The third edition of *Modern Biography* carries over only ten of the formerly included selections and substitutes fourteen others. While a few subjects are drawn from foreign countries and remote periods, noteworthy Americans get most of the attention. Madam Curie, the Wright brothers, Washington, Mark Twain, Lincoln are typical of the list and they are depicted by the biographers generally held to be most authentic or most vivid. Special features are: a helpful introduction on the reading of biography, its why and how; so-called "Trails" which the student may follow after reading any sketch; and directions for writing one's own life story. The book provides excellent material for use in high school English classes.

MODERN BIOGRAPHY, Hyde and Garrett. Harcourt Brace & Company, New York. $1.32.

Creative Work for Your Child's Hands

The elementary teacher who, in her search for seat-work for her students, picks up *Creative Work for Your Child's Hands*, may well find herself trying out the suggestions of this little book in the same spirit that Father plays with Junior's Christmas train.

Presented as twelve separate pamphlets in an attractive folder, the material includes units on paper cutting, folding, and pasting; weaving and sewing; dolls, paper dolls and costumes; circus and farm activities; nature novelties; holidays and special occasions; finger painting, potato block, splatter and stick printing; clay modeling, plaster of paris, papier-mache, and sand painting; woodworking; simple musical instruments; and puppets and marionettes.

First graders, who can attack the easier projects, will need to have the explicit directions given them by the teacher, but there are ideas which can be used "as is" to provide many busy, satisfying hours for grades 2-6. Certainly these first steps towards future proficiency in art, manual training, and home arts courses will at once sell themselves to eager pupils.

CREATIVE WORK FOR YOUR CHILD'S HANDS, "The Book House for Children," Chicago, Illinois.

Aviation Readers

A set of *Aviation Readers* for grades one to six may run into stiff winds of opposition from educators who recall that no such series was required for introducing children to the automobile, revolutionary as that vehicle was in its effects upon the social scene. On the other hand, it may be said for aviation that it introduces a third dimension into everyday experience, news and thought, as the automobile did not. At any rate, *The Aviation Readers* are now an accomplished fact and schools that have the venturesome spirit to try them out will not be guilty of ultra-modernism or air-headedness. Flying machines are still novel, fascinating and mystifying to our children.

To utilize them if only as motivation for learning to read seems to make sense. The series is offered as either basal or auxiliary material.

Save for a handful of unavoidable terms—such as "helicopter" in Book One—the vocabulary has been carefully controlled and the sentence structure as well. Seeing and doing things that are connected with flying have provided the contents for the first two books. The third book, "Planes for Bob and Andy," is an exciting story with two real boys as central characters. Book Four deals with the principal uses of aviation, from firefighting to fighting the Axis. Book Five unfolds the history of human flight from the mythical and dream stage to now, and this volume is so rich in stories of discouragement and hope as to be most inspiring. Book Six takes up in a simple manner the physical principles of flight and the various flying machines.

Aviation Readers are apparently right on the beam of children's enthusiasm in a time like this.

STRAIGHT UP, Lent; STAIGHT DOWN, Lent; PLANES FOR BOB AND ANDY, Huber, Salisbury and Gates; AIRPLANES AT WORK, Whipple; THE MEN WHO GAVE US WINGS, Cohen; AVIATION SCIENCE FOR BOYS AND GIRLS, Arey. The Macmillan Company, New York. $.72-1.12.

Jolly Numbers

A recent workbook in the "Living Arithmetic Series" has a title to live up to, being *Jolly Numbers*. And quite jolly it is. The level of its levity is that of the second year, first half. There is a teacher's manual to keep it jolly good company, but the workbook—which ought to be called a "playbook"—offers those needful facts of simple addition and subtraction in so many concrete ways as to defy any youngster to think them gloomy and abstract. The counting of birds on branches, of frogs in puddles and on logs, of elephants both large and small, seems certain to keep out the number blues. A few easy fractions are taken up and handled. Clocks are introduced and made to tell their secrets of what time it is. Coins of Uncle Sam are counted, combined and, of necessity, subtracted. So much excitement about small numbers in an age like ours when men have begun to talk of trillions, may strike the adult citizen as a rather small beginning. But it's easier to be jolly on this smaller scale. And you are not to suppose that the child will escape from this book of fun and picture without some gain in manipulating figures *per se*. No siree. The jolliness is just the frosting on the cake, if you call it cake, of learning to manipulate numbers up to twenty, even to the point of adding them in columns or—can you do it yourself? —across from the right. But why shouldn't arithmetic be brought home alive to youngsters? It should and can be.

JOLLY NUMBERS, BOOK TWO. Buswell, Brownell & John. Ginn & Company, Boston. $.44.

New Textbooks Await German Youngsters

PARIS.—The first small step toward the re-education of Nazi Germany is being made at Aachen, Allied officials stated, with the printing of 20,000 new German school books under the military government's supervision.

No schools have been opened yet, but it is hoped enough teachers not compromised with Nazi party affiliations will be found soon to start classes up to the fourth grade. The books have been compiled from German texts in use before 1933, copies of which were sent from Washington.

They teach the "Three R's" nonpolitically and are filled with beautiful illustrations. For German children over 12 new schoolbooks are being written to counteract Nazi distortions. All the books will be carried into the Reich by Allied occupation authorities.

The Rebirth of Liberal Education

The author of *The Rebirth of Liberal Education*, Professor Fred B. Millett of Wesleyan University, undertook to investigate the state of liberal education in a few more or less representative institutions, such as Colgate, Chicago, Princeton, Bennington and Stanford. He sized up the methods and personnel and the improved courses and techniques, discovering here and there that the lecture method has been sidestepped in favor of discussions, conferences and similar devices for student participation. In his book he tells why he regards a liberal education as essential and why, in his opinion, it has been overshadowed of late by scientific and technological studies. He recommends that instruction everywhere should get out of a rut if the liberal disciplines are to be made attractive.

THE REBIRTH OF LIBERAL EDUCATION, Fred B. Millett. Harcourt, Brace & Company, New York. $2.00.

The Bible and The Common Reader

As a teacher of literature, Mary Ellen Chase—in her new and fascinating book, *The Bible and the Common Reader*—is naturally more concerned with pointing out and appreciating the literary and dramatic high lights of the Scriptures than with discussions of theology. As for English translations of the Bible, she gives open preference to the King James or Authorized translation of 1611 as the one most widely used and best suited to the average reader. No other rendering, in her view, is nearly so successful in conveying the thought and spirit of the original without loss of meaning or of dignity.

Regarding the history of the Old and New Testaments, Miss Chase follows the findings of modern scholars. If this procedure proves shocking to the more conservative in her audience, even these must admit that she has not gone out of her way to shatter their beliefs as so many ministers of the Gospel do nowadays. In her excellent chapters on St. Luke's Gospel and the Book of Acts, for example, there is not one detraction from the veracity of the narrative, while there is, in every sentence, a degree of reverence and admiration sure to enhance the value of St. Luke's contribution to the reader of today.

One needs to have the Bible at hand while perusing Miss Chase's book. She quotes numerous short passages, but devotes by far the greater part of the volume to a sort of orientation and guidance through the mazes of Holy Writ, considering such questions as authorship, purpose, type of literature, when written, and what are the most outstanding passages—the ones reaching nearest to the point where human aspiration and divine reality may meet.

THE BIBLE AND THE COMMON READER, Mary Ellen Chase. The Macmillan Company, New York.

Editorials

Post War No. 7

Aren't all of us fed up with unrationed talk about "post-war" this and that—specifically "post-war education"? The biggest post-war problem of education will still be pretty much what the pre-war problem was: How make education educate—how make it click?

Few Americans now grow up without exposure to schooling. Even a few years of this should awaken the mental powers of the average boy or girl to think. It should enable children not only to read words but to know what many of them mean and to possess the key to further knowledge. Children should have enough arithmetic to realize they can't spend $35 a week from an income of $30 a week without heading for trouble—and they must be imbued with enough character to govern their spending accordingly—post-war, pre-war or any time. It can do no harm if more children learn to write legibly, to spell correctly, to speak our common language with clear, agreeable voices and with good usage. There is plenty to be done in getting children into right relationships with the various groups of which they are a part and rather a small part. They will need to know the rules of health and safety and to have some idea of obeying them.

As a people we take our recreation by hiring ourselves entertained. Our musical taste, by and large, is for blues and discords. Our level of reading interest is matched by the comic strips, the sporting page and the slushiest periodicals. Our newspapers that cater to mass circulation play up the morbid and the unimportant instead of the information that intelligent men and women need to have about the changes and activities that may affect their lives and those of two billion others.

As a nation we have to be begged by our President to participate with the rest of mankind in planning and perpetuating world peace.

Yes, there is a great abundance of material for building post-war educational goals. Very little of it is new, however. The war itself may have driven home some lessons that will render the task of the schools and the homes a tiny bit easier. But not so easy that any one can be indifferent to what still looms ahead.

Retaliate or Relax?

Verily he that looketh for trouble shall find it and aplenty. We have known at least two principals to become so incensed over the wearing of green neckties on a certain March day that they created an issue of civic freedom and lost their jobs. Some teachers are so keen in their quest of "Who did it?" and so severe in their reprisals that they arouse enmity in the hearts of pupils; an enmity that eventually destroys both the dispositions and the usefulness of those teachers. There are teachers who deliberately invade locker rooms and basements in search of whatever evildoers may be found in hiding. There are teachers who appear unexpectedly in corridors and other places for the mere pleasure of surprising culprits in some misdeed that warrants their being yelled after or sent to the office. There are school people of all ranks who make harsh rules that pupils are unwilling to obey and perhaps ought not to obey. There are school executives who never overlook a fault and never close their eyes to any bit of childish exuberance. They make many persons miserable and, as things frequently fall out, they themselves are made most miserable of all.

Stand not too solidly upon thy dignity lest thou crush it with thine own two feet.

A University with Byproducts

A turn or two of Fortune's wheel, with perhaps a human finger helping, has placed the University of Chicago in the position of owning both a world-famous encyclopedia business and the foremost educational film industry in the United States. Universities have a way of receiving rich, juicy plums—but substantial gold mines in the shape of going businesses are somewhat of a rarity even for universities. There must be something essentially different about an institution of higher learning that attracts such benefactions. We know, at least, that the Chicago institution avoids ruts and dares to do things shocking to its more conservative rivals.

Both the Encyclopaedia Britannica which Sears Roebuck donated and the educational films enterprise, part of which came with the encyclopedia and the remainder by gift from Eastman Kodak, entail

educational responsibilities of a high order. Members of the university faculty have already directed alterations on 8000 pages, and the writing or rewriting of 7000 articles for the reference work, President Hutchins disclosed in his latest annual report. As for films, the corporation controls the planning and manufacture of many sound and silent pictures that will figure increasingly in the instructional methods of the future. Dr. Hutchins predicts a great reduction in the cost of projection equipment, and he hopes to see a proper determination of the role that films should take alongside other aids to teaching.

Meanwhile it is good for university professors to share with business associates the necessity of studying and squarely anticipating and meeting consumer demands. This may easily prove more of a windfall to the university than the money—which, from the encyclopedia alone, amounted to more than $150,000 last year.

Lives Can Be Saved

The schools will never know how many lives are spared because of safety teaching. Accidents that are avoided are not the ones chronicled in the news or in vital statistics. But the great majority of mishaps are traceable to fifty or a hundred types of carelessness, all of which can be presented to the child in vivid and impressive fashion. Textbooks and dramatizations can be used effectively. In many of its phases safety can be made a habit, at least during school hours and when children are going to and from school.

Let no one tell you that there is little need of teaching safety in schools. Parents are busier than ever outside the home nowadays and can do less than ever in the line of safety teaching.

How many accidents occur in a year among children? How many were avoidable? Precise answers are not available. But the National Safety Council sponsors the statement that the number of children between five and fourteen who died from accidents in the United States last year would be equal to the number of seats in 221 ordinary classrooms. That is nothing to laugh off.

The same authority declares that in 1943 one-third of all deaths befalling young persons between 5 and 19 in this country were due to accidents.

Instruction and training can greatly reduce the number of accidents, fatal and non-fatal.

And a great deal that children learn about safety from their teachers is carried back into the homes.

On the whole, safety teaching is well worth the time, the energy, the imagination and the money that it costs.

But watch your step on the way to school some morning when you are dreaming up new ideas for safety teaching!

Recidivist Germany

As our armies on the western front capture German territory, seize prisoners of war, and occupy villages and cities, we gain impressions of the German character that are not very pleasant or reassuring. Correspondents seem to feel that the German people, by and large, are utterly blind to the fact that they have been led into the blackest of crimes against their neighbors and whatever degree of decency mankind had thus far achieved in its efforts to be civilized.

It becomes more than ever apparent that the distinction which President Wilson tried to draw between the German people and their militaristic leaders during the first world war was mostly imaginary. In the present era, the Germans were pretty solidly behind Hitler just so long as he kept his promises to them, no matter what he did to other peoples. And, whether we credit their continued resistance under pounding to Himmler and the Gestapo or to endurance and grit, the inability to recognize the enormity of the national guilt shows that the will to make more trouble in the world is still present. How to change that will in the years to come is as tough a problem as human society has ever faced.

Penologists apply the term "recidivist" to an individual who returns to criminal acts again and again. A nation like Germany that has plunged into aggressive war three times in seventy years leaves no doubt in the mind of any sane person that it will commit the same outrage again if allowed to do so.

Those Americans who already have begun to agitate for a soft peace are even bigger fools than were their predecessors of a generation ago. No sort of peace will ever appear soft or just to the German people. Softness or hardness matters far less than complete demilitarization and permanent removal of the means of making war.

A Principal's Retirement

The career of Frank M. Rich as an elementary principal in Paterson, New Jersey, illustrates how happily a man of extraordinary talents can invest his life in professional service to children. Mr. Rich, whose retirement has just now saddened the hearts of thousands in the city where his work at Public School No. 2 is famous, has applied his vast originality and resourcefulness to making education a reality for boys and girls, including many under privileged and many handicapped by physical defects. Mr. Rich will continue to share with readers of this magazine the special devices he has developed or applied. The heading "Pepper Relish" which identifies his contributions is his own choice of words, and it expresses quite aptly the spicy nature of all this schoolman's procedures.

Our 1945 "Tour of Educational High Spots"
Resumes with

KANSAS CITY'S SIX-POINT CAMPAIGN

NADINE E. MILLER

HIGH school pupils who can read understandingly, write legibly, speak clearly, spell accurately, punctuate properly, and capitalize correctly—this sounds very much like an educator's dream, but it is becoming a reality in the public secondary schools of Kansas City, Missouri, as the six-point improvement program is incorporated into every phase of the daily school schedule.

Nearly two years ago, a representative of each of the English departments of the thirteen junior and senior high schools met with Mr. J. G. Bryan, director of secondary education, to formulate plans for emphasizing and gaining the acceptance by teachers in all subject areas of their individual responsibility in developing through usage certain fundamental skills.

After a careful study a five-point program of fundamental skills was developed. However, before the plan was put into action, an Occupational Study of the greater Kansas City trade area was completed and it was found that in addition to the five fundamental skills previously decided upon an additional skill was rated high by prospective employers, that of ability to speak clearly. This was then added and the program became a six-point improvement program.

▼

With this much preliminary organizational work, the next step was the recommendation that each school have a building committee composed of representatives of the several subject areas to develop working plans for the school.

For the past year the work has been centered on gaining the full cooperation and thorough understanding of the proposed plan and its objectives by all teachers. This has been accomplished through faculty meetings, panel discussions, departmental meetings and the distribution of mimeographed material outlining ideas and values to be gained.

It is felt that teachers now realize that certain responsibilities are theirs in keeping students alert to the importance of these fundamental skills. The philosophy has been accepted that while it is primarily teachers in special fields who will teach these skills, each teacher has the responsibility of teaching the skills as applied to his subject area; for example, mathematics teachers would have the responsibility of developing work-type reading, vocabulary, and spelling; science teachers, vocabulary, spelling, reading for information, skimming, etc. In other words, each teacher accepts his own responsibilities for teaching techniques specific to his subject area, but other teachers realize their class may also be considered a laboratory in which a student uses all of these skills. Speech and writing have been made the responsibility of all teachers.

▼

Beginning with this second semester this year the emphasis has been shifted from teacher to pupil. Dr. Herold C. Hunt, superintendent of schools, presented the proposed program to the All-city Student Council. These young people in turn presented it to their individual student councils, who thus became, with the faculty committees, sponsoring agents for the success of the plan in their school.

Intense interest has been developed through student assemblies, original plays, panel discussions, articles and editorials in the school papers, and the posting of attractive bulletins in every secondary school classroom in the city.

Specific techniques to assist in bringing about these improvements in the basic skills and criteria for evaluating progress are being developed by the various subject areas. For example, handwriting scales have been posted in a conspicuous place in each classroom in order to help define the quality demanded by the goal—"Write Legibly."

A testing program has been given in English classes on capitalization, punctuation, spelling, and vocabulary for comprehension. Results are available for all teachers, and results will also serve as a basis for judging improvement.

Each school is working out its own individual plan for putting the program in operation. At Central Junior High School, approximately three weeks will be spent on emphasizing each of the six points. Previous to the introduction of a point a faculty meeting is held and teachers are acquainted by talks and mimeographed sheets with the goals for that particular point. For example, on the point "Speak Clearly," the speech department of Central Junior listed the following three points: (1) speak to a person farthest from you in the room so he can understand clearly all you say; (2) enunciate, using your lips and the tip of the tongue. Pronounce syllables distinctly; (3) make clear statements. Begin sentences without unnecessary words.

During this time student editorials, articles, posters, graphs and charts will help to keep student interest focused on these points.

Central Junior is then planning to have an assembly program at

the end of the year, at which time recognition will be given those students showing the greatest improvement.

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At Southeast High School all teachers require the same type of manuscript form and English classes have a routine daily drilling on punctuation, capitalization and spelling. A committee is working out a minimum essential spelling list which every student must master completely. A great deal of remedial reading work is being done at Southeast, and students have shown as much as three years' improvement in one year's work.

The plans are as varied as the thirteen schools participating, but all are working toward the same goal: high school students who can read understandingly, write legibly, speak clearly, spell accurately, punctuate properly and capitalize correctly.

JOURNALISM FOR THE NON-JOURNALIST

R. L. WOLSELEY
Medill School of Journalism
Northwestern University

IF TEACHERS would consider the semantic importance of journalism they would not, as some do, remain indifferent toward the press as a tool in learning and a subject for study.

For the press, like all agencies of communication in the world today, can do a great deal about determining our concepts. If, as S. I. Hayakawa puts it, semantics is the study of the human response to signs and symbols, including language, then journalism offers a vast collection of influences on human behavior.

The printed and the spoken word still serves as the modern citizen's chief medium of communication. Let facsimile, television, FM, or anything similar come along and this will remain true. The newspaper account of an event or its radio narration will be our chief source of fact supply when it comes to learning about current history. And no modern invention has succeeded in altering the truth of the assertion that our opinions are no better than our facts.

Since a teacher knows, therefore, that his pupils are bound to gain their current events information from such agencies as the newspaper and the magazine, should he not himself understand better some of the influences behind those agencies and pass along such knowledge?

This is not the battle over whether education should prepare pupils to meet specific, expected situations or whether it should develop their powers and personalities so that they can cope with any situation, even the unexpected. It is related to that fight however.

Instead, it is a question of arming the student with specific knowledge that will act as a defense against the misuse of the means of communication. Using the newspaper as an example, we might here go on to consider: what journalism should the non-journalist know?

A popular approach to this in the high school is the study of "How to Read the Newspaper." A less effective device is to take a social science class to a nearby newspaper plant and let the youngsters see a paper in production. Another way is to stand an editor before a class, to be questioned on where his paper gets the news or how it is processed when it once reaches the news room. All this helps.

But the starting point, actually, is in the teacher himself. A teacher who is aware of the newspaper's place in modern society and who uses it intelligently is a more important guide to his pupils than any of the artificial devices of the day.

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There are some don'ts about a teacher's knowledge and use of the newspaper which serve as a test. Possibly, since the psychologists say that this is a negative approach, it might be better to indicate some do's: The teacher:

1. Reads more than one newspaper. And he reads, among the additional papers, at least one that is in disagreement with the others on modern problems or how they shall be solved.

2. Reads such checks on the newspaper as *The Nation, The New Republic, The Christian Century, Commonweal, Politics, The New Leader* or *The Progressive.*

3. Uses the radio as a check on the newspaper, especially a radio news broadcast not obtaining its news from the same sources as the press.

4. Realizes that many magazines, on the other hand, can be operated with greater independence of the status quo than the newspaper because their costs are lower. This means that among magazines can be found more challenging analyses of modern problems. It does not necessarily include the mass magazine.

5. Is familiar enough with the

production of a publication to have attained a healthy skepticism about its reliability and never accepts an assertion without a reservation. If paper A, through a wire association report, says that such and such is expected to occur soon, the teacher thinks "Maybe." If a similar report is printed in a rival, Paper B, from a competing wire service, he thinks "Could be. Maybe it is." Not until the event has been reported as complete does he believe it, and even then he has constantly in the back of his head the idea that he really does not know at first hand. When one recalls that virtually no American war correspondents have been in the Russian front lines it is not difficult for one to retain a Doubting Thomas attitude.

6. Has overcome the inclination present in almost all Americans to believe it because it is in print. He no longer possesses an attitude of reverence toward anything printed simply because it is printed. He knows that the most carefully edited publication is still subject to human error. Nothing is more likely to engender this attitude than to find out, for example, that one of the most famous and respected of "idea" magazines sometimes obtains its articles free from industries with promotional aims.

7. Has attained a philosophy about journalism so that the objective or the crusading newspaper is read with understanding. He will agree with Dr. Frank L. Mott that "It is almost impossible for a periodical in the midst of the crimination and recrimination of a crusade to be fair in matters relating to the object of its fight. This loss of faith in magazines and newspapers that filled their pages with muckraking at the turn of the last century was one of the great reasons for the recession, about 1910, of that kind of activity. The same thing is true of bitterness in a political campaign; indeed, all-out crusading and all-out campaigning are about the same thing."

8. Is able to write English clearly and to bring critical appreciation to good writing as well as disapproval for bad writing. He thus will guide his students in the use of publications and help produce a generation of readers with standards that make them impatient of shoddy and sloppy writing.

▼

Very little has been said, thus far, about the teacher's learning journalistic techniques or understanding thoroughly such technical phases as news reporting, copyreading, printing, or photography.

It is not that a mastery of such techniques is undesirable for the teacher of subjects outside journalism, in his contact with pupils who are not studying it. It simply is practically impossible. There is far too much to be learned to expect the busy teacher of civics either to take courses or do laboratory work in, say, news writing.

One can rejoice if he at least adopts a program of reading two newspapers daily instead of just one. In some instances the teacher depends chiefly on a breakfast-hour news summary.

This is not intended to discourage the acquisition of as much of such knowledge as possible. There are numerous books which give a bird's-eye view of journalism; it is not time wasted to accompany the journalism class on a field trip. But this is far less important than a systematic analysis of one's own newspaper-using habits and of one's own social attitudes in which the newspaper plays a part.

A teacher of some non-journalistic subject can be a far more reliable guide to his pupils in their use of the press than an instructor of journalism who is well-informed on techniques but never thinks much about the social significance of the press.

▼

The most penetrating critics of American journalism often are the sociologists, not the journalists or the journalism teachers.

Observe the work of Malcolm M. Willey, Alfred McClung Lee, Susan Kingsbury, and Hornell Hart. No survey of critical writing on the press can omit Harold L. Ickes, whose short career as a *Chicago Tribune* reporter still does not make him fundamentally a critic of the newspaper from within.

It is only in recent years, chiefly through the organization of his unions, that vocational self-consciousness has arisen in the working journalist. Before then most newsmen went about their work with indifference toward its effect on society and chiefly concerned about their personal misfortunes, which were many.

It is far more important, therefore, for a teacher to know something about the part the press plays in determining a pupil's concepts than it is to know how an engraving is made or a typesetting machine is operated.

What part it plays, of course, is a matter of individual measurement. Some pupils are untouched by the press, which, in certain localities, is a misfortune. Others are dependent upon it for most concepts. Here are some typical ways in which the press helps form youthful ideas.

Because of newspapers a white boy or girl may gain the concept that any Negro residential area is crime-ridden, that Negroes are notoriously careless about being married before having children, that the proper social position of the Negro is that of servant to the white citizen or to perform society's more menial duties. The newspaper perpetuates the Amos and Andy or Stepin Fetchit dumb cluck concept of the Negro.

Because of newspapers a child can get the idea that there are no happy marriages in Hollywood or in any movie colony; that all movie couples are unhappy and that the norm for marriages must be three or four per star.

Because of newspapers a youngster often comes to believe that labor in the United States has plunged the country into innumer-

able unpatriotic strikes. The occasional correctives, such as statistical information from the Department of Labor, never are headlined as prominently as the strikes.

Because of newspapers the young reader is stuffed full of stereotypes which forever after prevent arrival at truthful knowledge. Among these are the absent-minded professor, the murdering Sicilian, the bomb-throwing Bolshevik, the hick from the country, and the hateful mother-in-law.

The teacher who can help a pupil intelligently to reject or accept what is in the newspaper has performed as great a single educational function as can be expected of him.

LATIN FOR SUCCESSFUL LIVING

TALBOT FANCHER HAMLIN
Senior Test Administrator
Human Engineering Laboratory
Boston

A LETTER to me last year from the headmaster of a girls' preparatory school read something like this:

"While I agree in large measure with the course you have outlined for Jean, I fail to see any point in making her struggle through more years of Latin. The faculty and I feel that this would be ruinous to her morale. Accordingly, I have advised her to take sewing instead."

To us at the Human Engineering Laboratory, this letter sounded the death knell for Jean's chances of occupational success. Her English vocabulary, when she was tested for aptitudes and knowledge, was well down in the bottom quarter of her school grade. Her principal's decision that she abandon Latin may mean that that vocabulary will stay there. If it does, her chances of success are practically zero.

This is not an isolated incident. Each year fewer schools are stressing Latin and more colleges are joining the group which no longer requires a classical language. Latin is difficult for many; in a hard-boiled, practical world, it has no vocational value; it takes classroom time which might better be used for instruction in other subjects. These are some of the many arguments which one hears daily against teaching the classics.

Could these arguments all be backed by facts, there would be no questioning them. However, the Laboratory's statistics show that they can not.

The outstanding characteristic of successful men in any profession—the only one leaders in *all* occupations have in common—is a large English vocabulary. The Laboratory made this discovery quite accidentally a number of years ago when a group of forty executives were tested for a New York firm. Because the entire group made exceptionally high vocabulary scores, we began an investigation of the subject. In industry, leading hands were found to score higher in vocabulary than bench workers, foremen than leading hands, managers than foremen, and presidents and vice-presidents than managers. Lawyers made higher scores than their clerks, who in turn did better than their secretaries; principals averaged above their teachers; sales managers were shown to have higher vocabularies than their salesmen. *In every field, a large English vocabulary has been proved to correlate with success.*

At this stage, a question may well be interposed. "How do you know," you may ask, "that the connection between success and vocabulary doesn't work the other way? How do you know that the executives—and the leading hands, the foremen, and the managers—don't acquire their word-knowledge from being top men in their occupations?"

We have several reasons for being skeptical about this possibility. For one thing, statistics show that, while vocabulary increases rapidly during school years, its growth is very slow beyond the age of 25. "Normally," writes Johnson O'Connor, Laboratory director, "vocabulary is acquired early in life, before most men have made appreciable progress toward a responsible position. The large vocabularies of successful persons come *before* success rather than after. Age and the experiences of life may contribute new words, but certainly do not explain in full the high vocabulary scores of business executives."

In the second place, a study made by the American Telephone & Telegraph Company has shown achievement in life to be closely related to achievement in school, while a controlled experiment made by the Laboratory on freshmen at Stevens Institute of Technology has proved that teaching of vocabulary affects marks in all school courses.

It is patent then that if education is preparation for life, one cannot neglect vocabulary. Is it not worth-while to take a boy or girl out of the failure class and put him into one where he is likely to become a competent and worth-while citizen?

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To what extent does Latin help to build vocabulary? Whatever may be said to the contrary, our experience has shown that its

contribution is invaluable. A number of teachers have told me emphatically that those children with the largest vocabularies are those who have studied Latin. Our records confirm the accuracy of this observation.

In the spring of 1942 the Laboratory hired as part-time workers a group of high school girls from the one girls' high school in Boston which requires six years of Latin. When they were given the vocabulary test, all scored in the top quarter for their age and grade. New girls from the same school, employed last winter, equalled this record.

Other schools which offered less Latin also supplied part-time employees to us during this time. No student from their ranks, however, scored as high as the average of the Latin-trained group. Ten or a dozen typists from a large school in an adjoining city averaged in the bottom quarter. Clerical workers from other schools averaged well under the median for their grades.

The immediate thought is that the group who had gone to the first school came from better homes, that their parents were better educated, and their vocabularies naturally higher because of home environment. A glance at listed occupations of parents in both groups serves to dispel this notion. Each lists much the same type of parentage—two owners of tiny grocery stores, an iron worker, a "laborer," and so on. The *sole* distinguishing factor in their background seems to be that of school preparation; one group had had six years of Latin, one had not.

It might be interesting to note here that the effect of vocabulary has already made itself evident in these two groups, since those with the Latin background have almost all won scholarships to colleges, while members of the second group are settling down as typists, secretaries, and sales clerks. Of the first group, two have contributed scientific reports on various phases of the Laboratory's research; these two and four others served with distinction during the past summer as test administrators in the Boston and New York laboratories.

Our experience in this case offered additional support to our standard recommendation that the low vocabulary child take Latin. It will be difficult; this we recognize; but in the light of the achievement of the girls from low vocabulary homes, we do not believe that it will be impossible.

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A major point for retaining Latin, at least until a really adequate substitute can be provided, is found in the inadequacy of the present methods of vocabulary building which the teacher has at her disposal. Little scientific English word training *can* be given now.

In the average public school of today, the teacher has two alternatives. First, she may prepare her own word lists to meet the needs of her students. No one will deny that this requires much time and effort, and since little has been printed about new discoveries in the field, she will be obliged, in most cases, to proceed unscientifically. Second, she may resort to the vocabulary "helps" provided in standard textbooks. In this case, there are also disadvantages which the best of publishers would find difficult to overcome at present.

The laboratory has found that words may be classified in levels of difficulty and that while the student grasps easily what is immediately above his level, he does *not* learn or retain words which are far above it. Ideally, the teacher should first administer vocabulary tests to determine where each of her pupils stands. Such tests are available, but not in wide use as yet.

For many reasons, among them limitation of space and the theory of correlated learning, standard English texts—for it is usually the English teacher who can use the second alternative—hope that low vocabulary pupils, like their luckier schoolmates, will assimilate words out of Scott, Coleridge and other worthwhile authors. If Johnny, a 9th percentile child, is threatened with a 90th percentile word which he forgets despite his greatest efforts, his teacher is not to blame. Despite variations within her class (0-85th percentile has occurred) she must, if she uses this method, choose among ten to fifteen words in such a list to make an individual assignment.

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All school people cherish the hope that our democratic education will provide equalized opportunities. Is this goal achieved when Latin, the most practical, present-day method of vocabulary building, is denied to all but those lucky enough to live in a community where it is offered? Plans at the recent White House conference for the reorganization of rural education showed recognition of the fact that our aims are not now being attained in the small country school. It is in precisely such schools that vocabulary is a major problem.

Let me cite a specific instance. Our vocabulary tests were given to the high school pupils in a small New Hampshire mill town. One boy was on a par with 85 percent of his age group, a high score resulting from superior home background and previous training in a New York City school. Another had, through sheer determination to overcome the handicap of a limited home and school environment, risen to the 45th percentile. The majority in all four grades, however, were *8th* percentile for their age group, some scores being so low as to go entirely off the scale.

Since this school situation is paralleled elsewhere, it may be valuable to examine underlying reasons. Five teachers were doing the work of six; in a necessarily stream-lined curriculum, there was no opportunity to offer Latin; low vocabulary homes had created a

low vocabulary school, thus necessitating the use of one-syllable words in the classroom. All teachers lamented failures, especially large in the 7th grade, occasioned by the incapacity of pupils to grasp the meanings of their English, history, science and even mathematics books. The fact was that they lacked the simple tool of all educational advancement—a store of words.

In this case, one teacher "happened" to be aware of scientific vocabulary training and used it to prepare her own lists in the attempt to remedy the tragedy. But how many teachers, faced with a similar problem, know that it can be met in this way, let alone possessing the information needed to do it?

The Laboratory believes that Latin is a scientific way of teaching English vocabulary, for it works from word meanings, providing a nice sense of significations that seldom comes otherwise. An interest in the subject, instilled by a skillful teacher, is almost a *per se* interest in the English words derived from it.

Ignoring its importance in many professions—law, chemistry, medicine, zoology, and horticulture,—the Laboratory feels that to drop Latin is to close the gate to ultimate success to many deserving young people.

WHY DOES A PANDA SCRATCH?

EFFIE A. HULT

WHAT makes a panda scratch himself? Or what gives an amoeba indigestion? Must the teacher of English composition be able to give out that information?

Definitely not! But she should know how to make letter writing interesting to junior high youngsters. At that age their sense of humor is a bit on the custard-pie-tossing stage. If a teacher plays on that sense of humor, children learn to express themselves very well, far better than if the teacher makes them write something that doesn't connect with their world.

As an example, note the following assignment taken from an English text: "Write a letter to the pet department of the *St. Nicholas Magazine* for a pamphlet on the care of pets."

Sounds dreary, doesn't it? But it needn't be. Pep up the assignment a little. (1) Let pupils draw names. The classmate's name that Peter draws represents the secretary of the pet department to whom he will write, and he addresses the letter to him. (2) Now each pupil is to write for some special information to help in the care of a pet. What kind of pet? The whole wide world is the limit, anything from a measles germ to a dinosaur. (3) Now he must imagine the particular ailment of his pet. Oh, certainly not just any ailment or problem. Something *extra, special, unusual.*

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Now they are ready to write. Will they work at it? You should see them. For each pupil is a secretary and he will read before the class the letter he received. Does it go over? They roar with delight, but not until the last word is read, so afraid are they that they might miss something. Even the signature is kept secret till the very last. In the next class period the reply to the letter is taken up. Each secretary writes a letter advising what to do for the pet.

If a pet pig won't eat, well, one secretary writes: "Our advice is to cut down the pig's rations. In that way he will learn to appreciate the food you set before him. As for the pig's tail, I don't know what you could do to restore the curl in it. It could be that Vitamins and Still More Vitamins might turn the trick."

Another secretary advises: "If your skunk lies around all day, the symptoms point toward a dislocated sacro-iliac. Turn to Chapter Two in the enclosed pamphlet and I believe you can replace the bone without injuring your pet."

Or, "We regret to say we carry no pamphlets on the Duckbill Platypus. However, I am sending you a box of G2 tablets. Give one every two hours. That should restore him to health."

Or, "In a day or two we are mailing you a pamphlet on the care of your monkey. In the meantime, I should not give him any candy. Instead give him plenty of bananas, lettuce and shaving soap."

Or, "You really should take your giraffe to a pet doctor. Because of the giraffe's long neck, it is extremely difficult to reach his tonsils with a swab, unless, of course, you have access to a plumber's cable. Since there is no vet in your town, you will have to try home nursing. Wrap the giraffe's neck in a woolen blanket and keep his feet warm. Keep him quiet. Don't let him sing, especially before breakfast."

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Does all this sound too ridiculous? Well, you'll find pupils can learn to write complete sentences more quickly about topics that tickle this funny bump of humor of theirs than any other.

Before reading letters aloud before the entire class, pupils should be given an opportunity to re-

hearse orally by twos. Only those pupils who read with fluency may finish. It puts a terrific responsibility on the reader, for he has an audience of insatiable listeners who raise a vociferous protest if their listening pleasure is thwarted. Also it places an equal responsibility on the writer if the buck is passed back to him because of poor technique. Another thing . . . there practically never is a composition missing for no pupil may read one until he has finished his. The teacher is relieved of any responsibility of seeing that all compositions are accounted for.

Before beginning the written exercise, the mechanics of the letter should be mastered. Take several periods, if need be, so that the placing of the parts of the letter, the punctuation and the capitalization will become habitual.

This may sound monotonous to the new teacher. It needn't be. Have a pupil fold a sheet of paper on the middle axis. Fold a right hand and a left hand margin. Have him draw lines to indicate the placing of the six parts in relation to these three folded lines. Number the six parts. Bring the mechanics into the child's world; for example, (1) he starts from home; (2) he reaches his destination; (3) he greets his pen pal; (4) he visits with him; (5) he says good-bye; and (6) he exits with his signature.

Work out, say, twelve different headings which include the twelve months of the year, different sets of states and cities, streets, boulevards, roads, avenues, R.F.D.'s, etc., in order to hook up with spelling. Dictate these headings to the class. No, it's not necessary to take up these papers to check each. Just walk up and down the aisles and check as they write. In another class period dictate salutations, complimentary closings, and signatures. You'll be amazed at their enjoyment of writing, say, "Lovingly yours, Greta Garbo," or "Sincerely yours, Jim Cagney."

Then piece the parts together, using blank lines for the body of the letter.

With the mechanics mastered, all the young writers have to consider is how to say it and how to do so legibly. After they've dashed off their thoughts, allow them time to revise carefully before rewriting.

The pupils having accomplished this, the teacher of composition writing can enjoy the hilarious fun of knowing why pet rattlesnakes shouldn't be fed cold oatmeal, or how to prescribe for a sassy mule that talks back to nosey neighbors.

Pepper Relish by FRANK M. RICH

A serving of vitamin appetizers that will put new zest into the school repast. If you are not in position to try it yourself, pass the Relish along to some other pioneer. Each device has been a favorite interest-builder somewhere in the field.

Number Combinations Self-Taught with Home-Made Abacus

Many educators insist that all intentional arithmetic training would better rest till the second or third year of school. And they furnish good arguments to support the contention. Certainly a page of abstract number exercises is a tough assignment to defend under the rationale of child-centered-activity theories. No doubt the prevalent distaste of half the world for everything mathematical is due, in large measure, to the dreary, confusing artificiality of early arithmetic expriences. The commonest diagnoses of John's and Mary's difficulties tie up with a bad start in the combinations; ***above all, with the counting habit.***

Here is the five-star guaranteed cure; a device that starts real number delightfully, even in the kindergarten, and brings all the fundamental skills within easy reach of the fourth quartile talent, through an abundance of real-life activities—score games like bean bags, ten pins, shuffleboard and the like, and trade projects like toy cafeteria, post office, market, etc. These games can be carried on and scores computed while the combinations are in process of learning, *without counting*, by means of our home-made adding machine or abacus.

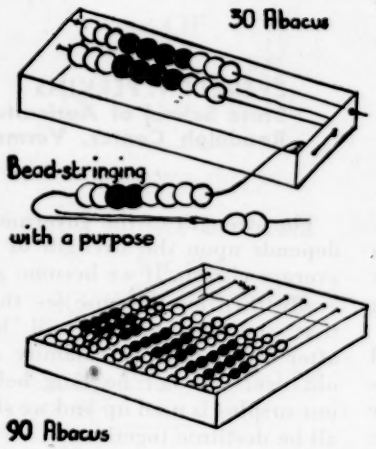
The first, three-string device, counting to 30, calls for a thread box and beads in two colors, made of large seeds or salt-and-flour dough. The big nine-string counter requires a handkerchief box or equivalent.

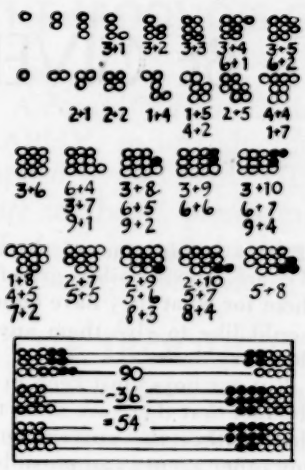
The unique merit of our apparatus lies in the fact that all the number combinations to 90 can be demonstrated, understood and remembered with absolutely no resort to counting, which is poison to arithmetical efficiency. It is self-evident from a playing card or domino that : and : are :: No counting is necessary. Our system makes every other combination just as obvious as this one. Let us start with the 30 abacus.

The first step in using the device is to learn two ways of representing each of the numbers from two through ten by groups or clusters of beads on the abacus.

As soon as the clusters are learned, the combinations are self-evident (see illustration).

Numbers above 10 present no difficulty, as the next set of counters appears in a contrasting color. Even first grade pupils can soon recognize totals up to 90.





Easy Lettering For Youngsters

Learning to write uniformly and legibly is an exacting ordeal; often too much for little tots, backward children and spastics. This article describes a device that will work miracles for such youngsters, enabling them to turn out copy that looks like the work of professional draftsmen.

Good lettering adds so much to the appearance of hand-written products that often these stencilled scrap books of ours, even when constructed of discarded wrapping paper, wall paper, old player-piano rolls and the like are preserved as treasured possessions; while scrawled-over expensive work-books and note books, may soon be fed into the incinerator. In the present paper emergency, these methods of making the best of scrap materials will win many an appreciative compliment from the patrons.

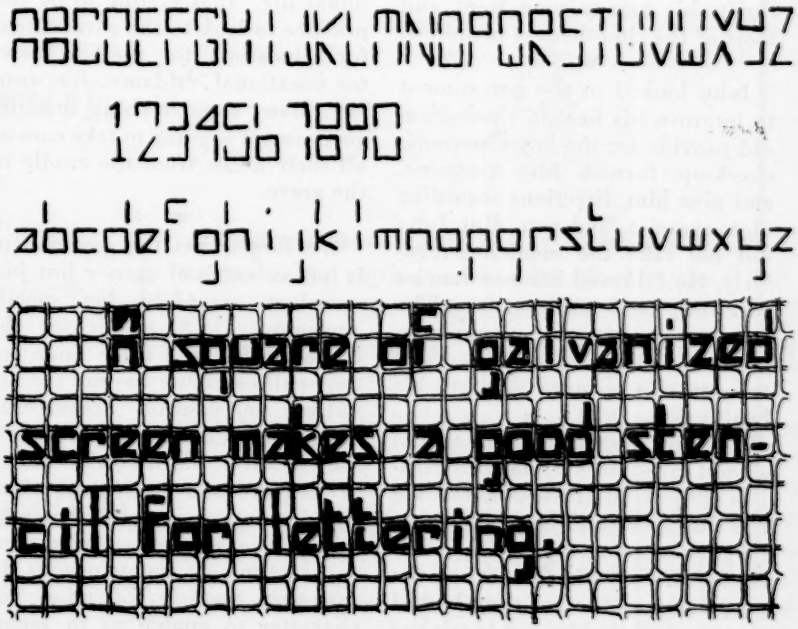
This unique device of ours for handsome lettering is very simple: a sheet of galvanized wire screen, ¼ or ⅓-inch mesh for younger children, cut to fit the usual paper, say 8½x11", edges dulled with a fine file, and guide lines painted on every third wire, short way on one side and long way on the other. A large clip is convenient to keep the paper from shifting.

The sheet of screen is used as a stencil. The marking can be done with an ordinary pencil of any kind, but the finest results are produced with a medium small spoon-bill pen and india ink.

The kinds of books that can be produced are of course endless. A favorite assignment is a short bit of text to accompany a mounted picture or specimen. The following verses are popular with beginners, lettered one line to a page and illustrated with pretty pictures of the children's own selection, cut from discarded magazines.

OUR FAMILY

This is our mother, (woman's picture)
Working away; (cooking, sewing, etc.)
This is our father, (man's picture)
Making his pay. (selling, building, etc.)
This is our brother, (boy)
With other boys; (group)
This is our sister, (girl)
With all her toys. (doll, stuffed animal, etc.)
This is our baby, (small child)
Best in the land; (laughing, playing, etc.)
This is our house, (exterior)
Isn't it grand? (interior)
Here are our pets; (animals)
Here is our car; (auto)
Here are our friends; (group)
That's all there are. (scenic)



WHAT CAN'T BE GIVEN

EVERETT V. PERKINS
State School of Agriculture
Randolph Center, Vermont

"I FOUGHT their battles for them but now people don't have any confidence in me," bemoaned John. He was referring to the fact that certain parents did not welcome his attentions to their daughter.

John had been discharged from the service for disability. He was seeking rehabilitation in a vocational school. He was a likeable fellow, generous and affable, but John made the mistake of thinking that everything was going to be done for him, that he had nothing to do for himself.

The government very properly sent John a check every month. Right after pay day he was flush. He would buy things he did not need, lavish money upon his friends, and apparently lose considerable sums from his pockets. He never kept track of anything. Since he lacked management and thrift, his money soon went and most of the time he was penniless.

▼

John looked to the government to improve his health. Uncle Sam did provide for the boy a periodic check-up, furnish him medicine, and give him directions regarding diet, exercise, and rest. But John did not take the medicine regularly. He followed his own fancies regarding food and exercise. The result was that the young man grew worse instead of better and became discouraged about his health.

The boy thought that the school should give him a diploma regardless of the kind of work he did. He felt that he should be able to have his pick of a dozen jobs. He nearly landed one position but when the proprietor of the industry looked into the lad's habits and ideals the place went to another.

There is an increasing number of boys coming out of the army. We are inexpressibly grateful to them for what they have done. We would like to give them anything that they desire.

But our boys must keep in mind the fact that there are some things that neither the government nor any other agency can possibly give them. If they have health, or financial security, or vocational efficiency, or the confidence of others, or even happiness, they will have to win these things for themselves.

The government should and will provide opportunity and assistance. Parents and friends will encourage and help. But in the nature of things the future of the boys coming out of the army rests primarily with themselves.

The "gimme" attitude is by no means confined to our ex-service men. It seems to be permeating increasingly all aspects of our national life. It is getting to be the practice to look to the government for education, for medical care, for vocational guidance, for security. Many seem to think that the government is going to take care of all their needs from the cradle to the grave.

▼

We forget that the government is not an external agency but just ourselves organized for special purposes. U. S. stands for the United States and these same letters spell *us*. If we haven't the initiative, self-control, resourcefulness, and perseverance to obtain for ourselves the desirable things of life through individual effort and voluntary cooperation with others, how can we as lawmakers and government agents possess the necessary qualities of mind and character to enable us to secure the essentials for the welfare and happiness of all?

The strength of the government depends upon the strength of the average citizen. If we become generally thriftless because we think that the government will look after us in time of calamity and old age, it won't be long before our surplus is used up and we shall all be destitute together.

We must not forget that what comes back from Washington is merely what we send down there. But it does not all come back; we lose the cost of administration, the waste due to the inefficiency that always goes with long-distance control.

As educators we are interested chiefly in the effect of governmental paternalism upon the youth. What sort of citizens will boys and girls become who are taught from childhood to expect so much from the government? Will they be alert and industrious? Will they have moral stamina? Will they cherish freedom as something as dear to them as life? Will the idea that the government will look after everyone encourage individual compassion for the unfortunate and a generous support of worthy causes and institutions?

In my opinion such questions can be answered only by an unequivocal no. Children do not learn to walk by being carried or by always being led by the hand. They learn by doing things themselves and not by having everything done for them. Youth acquire strength of body, mind, and character by meeting life's situations as individuals, or in voluntary groupings, not by running somewhere for help.

The things most essential for our citizens and for the nation are manhood and womanhood. These can not be given, they must be achieved.

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ACCREDITING THE SERVICE MAN

LT. GEORGE B. COSTIGAN
United States Army

ITALY,
24 December 1944.

Dear Mr. Chum,

In 1941, I left high school and went to work. At that time my family needed the money and I didn't think I was getting much out of school anyway. Now, I'm sorry I didn't get my diploma.

My Education Officer advised me to write and give you all the facts about myself since I left school. I worked for nine months in an airplane factory as an apprentice machinist and welder. I was inducted in 1942 and took the Infantry Basic Training course at Fort Benning, Georgia. Later, I spent 13 weeks in the Radio Communications School at Fort Benning. Our outfit has been over here for more than a year—in Africa, Sicily and Italy. Oh, yes, the Education Officer mentioned something about GED tests, whatever they are.

Would you write me, sir, and tell me what I can do to get my diploma while still in the Service? The officer tells me I can do this.

Thank you very much for your cooperation.

Yours truly,
Pfc. EDWARD SMITH.

Charley Chum, principal of one of the larger New England high schools, is a busy man—a very busy man. However, this is now "his meat"—here is an opportunity to utilize all the materials he has gathered and, at the same time, lend a helping hand to a man in uniform. What about you, Mr. Principal? Would your decision be blanket credit — guidance — wastebasket?

▼

We realize that we are telling tales out of school, yet we deem it important to steal behind the scenes and discover why Charley so relishes this opportunity to serve a former student. Yes, as we suspected, it all sprang from a rather harrowing experience!

Less than a year ago, Mr. Chum received his first accreditation request from a man in the service. Charley Chum is a busy man; result: the boy's letter remained in the "Hold" basket for several months. One morning, the lad's mother appeared in Mr. Chum's office, requesting the same information for which her son had written. It appears that the young man was then resting in an Evacuation Hospital and felt that the letter to his former principal had gone astray. Would Mr. Chum mind giving Mrs. Blank this information?

Need we describe the havoc those Conscience Gremlins played inside Charley Chum, since he knew that the letter was there at the bottom of the "Hold" basket? Can't you hear the Gremlins taunting: "Is that the way to treat a serviceman? Where, exactly, does Duty lie? Are you really such a busy man; or is this, too, a hallucination—just like your oft-proclaimed pride and gratitude toward your in-service students?" You may be sure that the Hold basket never again felt the weight of a serviceman's letter. Rather, it received immediate action and a prompt reply—while the Gremlins whispered: "Well done, Charley, you very busy man!"

At first glance, Blanket Credit appeared to be a ready and simple solution. However, though Charley Chum is a busy man, he is also a sound educational leader. Could a Blanket Credit decision ever be justified, if we plan to continue our system of secondary education? A very logical conclusion, Mr. Chum! On the other hand, our hero's experience with the Hold basket automatically eliminated the Wastebasket solution.

Let's pause for a moment and peruse Mr. Chum's reply to Pfc. Edward Smith's letter.

Hartley High School.

Dear Edward:

Thank you for your nice letter. Believe me, all of us here at Hartley High are mighty proud of our students in the service. Our hearts and prayers are with you everywhere and always.

I find that your school record, plus two units for Basic Training and two units for your Radio School, brings you well-nigh the completion of your diploma requirements. In fact, you now lack only two units of work in English and American History. I suggest that you enroll immediately for Courses H110 and H112, American History; Course H83, English and Course H84, Mechanics of English as listed in the USAFI Catalog.

Have USAFI forward me a record of these credits, when you complete your work, and we shall be happy and proud to award your high school diploma.

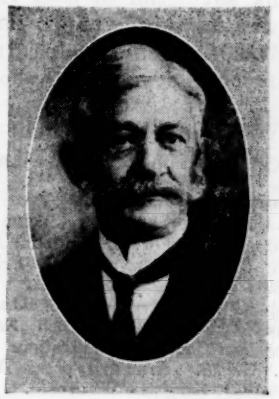
The faculty and student body join me in wishing you success and Godspeed.

Very truly yours,
CHARLES CHUM, *Principal.*

P.S.—The GED tests are not required in your case.

Readers may question Mr. Chum's decision in this case. True, other solutions are possible, particularly with regard to school standards and State regulations. However, the basis for Charley's decision is so sound that we might profit by a review of it.

First, Mr. Chum, the very busy man, obtained a copy of *Earning Secondary School Credit in the Armed Forces,* a recent publication of the National Association of Secondary School Principals of the N.E.A. From this, Charley ex-



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tracted the following passages: Page 7: "Recommendation: That the school grant a maximum of 4 credits (2 units) for the 'successful completion' of such basic or recruit training programs—if the program varies from the usual 12-or-13-week standard program, then the proportional amount of credit should be awarded on the basis of 4 credits for a 12-week basic or recruit training course." Page 9: "Recommendation: That for vocational training courses—a maximum amount of 4 credits (2 units) be given for the successful completion of an acceptable specialist training course of 12 weeks. Acceptable training courses should represent educational experiences for which there are counterparts in civilian life or in secondary schools." Page 7: "Development and educational growth will not appear on the serviceman's record of educational experiences. The aspects . . . with which most schools are primarily concerned can, however, be measured by the General Educational Development (GED) Test. This test can be requested, by any serviceman, from the U. S. Armed Forces Institute. This GED Test is a comprehensive objective examination in each of the five major fields of educational development: Correctness and Effectiveness of Expression; Ability to Interpret Reading Materials in the Social Studies; Ability to Interpret Reading Materials in the Natural Sciences; Ability to Interpret Literary Materials; General Mathematical Ability. Norms — U.S., regional, special-type schools—for the GED Test will be available to all schools." Finally, page 7: "Recommendation: That men and women who were in the early years of their secondary-school careers when they left school . . . may qualify for secondary-school graduation through the General Educational Development Test, provided statutory requirements of the state are met." Also: "That, if a subject is a statutory requirement for graduation, such as American History . . . tests in such subjects may be taken through the U. S. Armed Forces Institute (USAFI), in addition to the GED Tests for general proficiency. Such a program of prescribed subjects should be recommended to the student by the school."

▼

Charley Chum is a busy man—also, a thorough man. From the above, he recognized that the granting of credit was both desirable and justifiable. However, he required additional information on many elements: the GED Test—the subjects covered in each of the many specialist training courses; so that he might allot the proper credit and be enabled to make specific recommendations for future study—a more complete picture of the services afforded by the U.S. Armed Forces Institute. All of this—and more—

was found in the American Council of Education's *Guide to Evaluation of Educational Experiences in the Armed Services.* Yes, this work contained credit recommendations, plus a detailed description, for all the specialist training courses offered by all branches and sub-divisions of our Armed Forces. Truly, a most fascinating and enlightening study!

▼

Now, all Mr. Chum needed was the detailed description of all the correspondence courses offered by USAFI. With this material in hand, he could recommend specific correspondence courses to enable his ex-students to complete their diploma pre-requisites. So, Charley wrote to the headquarters of the U.S. Armed Forces Institute, explaining his needs. Need you ask if he received these materials? Of course he did!

In fact, USAFI also forwarded a copy of its Form 47—later, Charley requisitioned and received 200 additional copies of this form. Form 47 provides a group of questions concerning the serviceman and his educational career. Also, it affords space for the inclusion of all the in-service training and education of the applicant. Incidentally, the data are transcribed from the man's Service Records and the form is signed by a commissioned officer. Thus, when an individual submits a Form 47 with his request for Accreditation, the officer's signature is ample testimony of the man's in-service educational attainments.

With all these facts at his fingertips, Charley Chum was well-prepared to satisfy the educational needs of his ex-students. However, the accreditation requests merely trickled into the office and our progressive principal became quite impatient. His enthusiasm for this new sphere of usefulness urged him forward. Also, those Conscience Gremlins played an important role. Finally, Mr. Chum devised a novel and highly progressive procedure. First, he found a credit schedule based on: the possible credit earnings of Basic Training and Specialist Training courses; the GED Test plan; the potentialities of correspondence work through the U.S. Armed Forces Institute. Next, he obtained a list of all non-graduates who had "left the fold" during the past ten years. He then contacted the relatives of these individuals and learned their current service addresses. Now, in the far corners of the earth, Charley Chum's ex-students are being greeted with copies of this letter:

Hartley High School.

Dear ——:

Recently, your family gave us your present address and we now bring you the sincere best wishes of the faculty and student body of your high school.

Upon reviewing your scholastic record, we find that you left Hartley High before completing your diploma requirements. Current educational practice recommends the allotment of school credit for many Service activities. Thus, it is quite probable that you may qualify for this diploma while still in uniform.

Under the circumstances, we suggest that you consult your Education Officer about the GED Test —or, complete the enclosed Form 47 and have it signed by a commissioned officer. Then, write to us, enclosing all the data you've gathered, and we'll do the rest.

We feel confident, ——, that you will qualify for your diploma while in the Service. Thus, you will be better prepared to take full advantage of the vocational and educational opportunities afforded you in the G.I. Bill of Rights.

At any rate, please write us—soon.

Very truly yours,
CHARLES CHUM, *Principal.*

Can't you picture the thrill these far-distant boys will experience when they receive such a letter? Won't they feel encouraged to learn that folks back home are vitally interested in the future welfare of our fighting men? We think so! And so does Charley Chum—that busy, happy man!

And Mr. Chum's advice to you and you and you—"Go thou and do likewise—NOW!"

Will it be blanket credit—guidance—wastebasket, Mr. Principal?

REFERENCES:
1. "Earning Secondary School Credit in the Armed Forces," National Association of Secondary School Principals, N.E.A.
2. "Guide to Evaluation of Educational Experiences in the Armed Services," American Council of Education.
3. U. S. Armed Forces Institute (USAFI), Madison, Wisconsin.

Mitsy "Does" Her Algebra

GEORGE W. LYON

PITY parents with children in high school studying algebra. The long suffering parents must do their algebra all over again. There is always the plaintive appeal of young hopeful, "Momsy or Daddy, please help me with this awful algebra problem."

Well, our hopeful of some fifteen-and-a-half summers brought me her troubles after dinner the other evening.

"Daddy," she said, "Miss Tilton, our algebra teacher, made up a problem, an *original,* out of her own head, and we must have it worked for class tomorrow."

"Spill it," I said, lighting my pipe.

"This is it, Daddy, and I don't know how to start it: 'Old McDonald had a farm, and on it a certain number of pigs, and six times as many turkeys as pigs. The sum of the pig's feet plus the sum of the turkey's feet equals 576. Find the number of McDonald's pigs and turkeys.' Now, if that isn't something!" said Sis with a toss of her head.

"Daughter, you will have to do a little thinking. It won't hurt you, you know. Now, what will represent the number of Old McDonald's pigs?"

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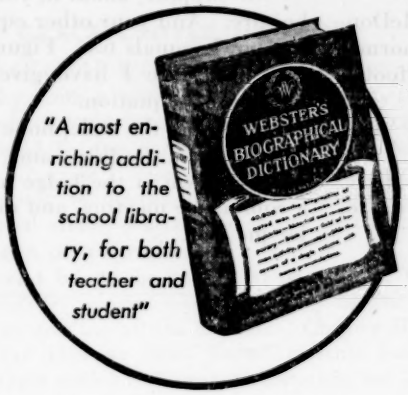

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"X pigs, I guess, and Y turkeys, I suppose."

"Very well, dear, that's a start; what next?"

"But I don't know the next step—how to get in the feet of both the pigs and the turkeys."

"Well, Mitsy, you know how many feet a pig has, and how many a turkey has."

"Yes, Daddy, but Old McDonald's might be different. I never saw them, you know, and Miss Tilton says, 'Never take anything for granted.' "

"Silly, my child. Old McDonald's pigs and turkeys are normal four-footed pigs and two-footed turkeys."

"Then would 4X be the pigs' feet and 2Y the turkeys'?"

"Now you're thinking, Mitsy. And what would they add up to, as stated in the problem?"

"Why, 4X plus 2Y equals 576, I suppose."

"No 'suppose' about it, you must be sure. And your other equation will be Y equals 6X. Figure that out, Sis, since I have given you the second equation."

Just then the telephone rang. It was Mert Bodkin, and I was wanted down at the lodge hall for a committee meeting, and did that let me out!

NURTURING THE GIFTED CHILD

GERTRUDE CORRIGAN

THE first strong tendency noted in the young is impatience of restraint, along with the manifestation of desires to follow the bent of an inner urge. These tendencies are repressed according to the convenience of adults concerned, or, it may be, to fit their ideas of what is or is not harmful to the young life. The nature of these repressive measures exerts a distinct influence on the mental and physical development of the young person. Psychologists and child specialists attach grave importance to these disciplinary plans and trace unfortunate consequences to the unwisdom of some of them.

It is certain that the infant has to be prepared for proper relations to his environment, for his own well-being and for harmony with the surrounding world. Civilization, in its progress upward from barbarism, has had to set certain limits to the boundaries of free action for individuals; to these regulations, the young being must be trained to conform. And this is a matter that must be attended to before any appeal to dawning reason can be made profitably. Concession must become almost automatic to many of these known social rules and inhibitions.

Emerging into the greater personal liberty of action in post-nursery days, the youth takes his place in a world full of long-established prohibitions. Many of his early reactions are in the nature of combat with these rules. The stronger his will, the more insistent is apt to be his opposition to some parts of the social set-up. Throughout his life, he may spend much time and thought on ideas for modifying or changing some of the customs most irksome to him. Political parties may be his means to get his will done. Experience soon teaches that one cannot get very far, working alone, in molding things to the heart's desire.

▼

The strongly individuated person is a social problem from his first emergence from the cradle, and continues to be such through school and into adult life. He often opposes the conventions, and there is always a possibility of encroachment upon the rights of others in his ardent pursuit of his own objectives.

In this group may be found the philanthropists, the reformers, the revolutionists, and the powerful barons of industry and finance. St. Francis of Assissi, St. Vincent de Paul, Napoleon, Samuel Adams, Washington, Simon Bolivar, Carnegie, Morgan, and the hosts of other strong men who have risen in their world by good or bad means, or led by motives worthy or unworthy—their differentiation being largely in the ideals they held.

How far may the urge of inner greatness go in demands upon fellow-men without the stamp of utter selfishness? All the world holds in reproach the egoist, and continually reproaches the noisy advocate of his own importance. Even from the greatest genius, his world demands modesty. He is supposed to be almost apologetic to the people to whom he is bringing the fruits of his super-mind.

There are some inherent reasons for this attitude on the part of the mass of the people to genius in their midst. Progress from barbarism upward moved slowly, since the body of society must carry along its total load, including the slower and the weaker ones. Any swift changes might disturb the equilibrium needed to fit the great majority. A sort of check-rein is held by this larger contingent. One of its most potent weapons has always been ridicule.

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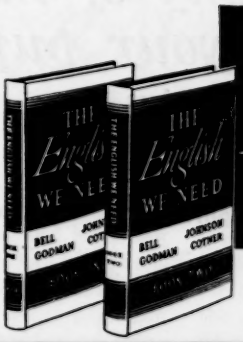

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Great forward movements have ever been strewn with the wreckage of the super-sensitive defeated ones. There are everywhere those whose special mission is to wield the wet blanket to extinguish flames of disturbing genius.

▼

The human story proves the importance of gifted persons. The conclusion seems to be certain: that each soul should accept the responsibility of developing his powers to the utmost possibility. Defeat may come through adverse circumstances, but each must strive consistently against ultimate failure. Each must come to feel he is a part of the plan of the Creator. If failure should come through the carrying of burdens not of his own making, the genius should try to arrange that his contribution to social progress is merely delayed; in this resignation, he will prove the greatness of spirit that real genius possesses.

The utmost personal freedom possible to a civilized community is a necessity for proper social and spiritual development. For this reason, governments were instituted. These arbitrary forms of control have often turned into tyrannical instruments, but, in the main, they have provided protection for the masses. To keep these governing bodies on even keel, just strong enough as safeguards for the people, but not to become tools for men of oligarchical minds, is the task of thinking men of all lands. Check-balances are held by the family, the church, the ethics of public interest and the growing confidence in representative forms of control.

Budding genius needs encouragement. Governments will come to see in these advanced intelligences part of the national assets. Science is exploring new methods for measuring human capacities. It may come to pass that in the near future, unusual powers and aptitudes can be gauged in very early youth to some degree of accuracy.

Such a system, well established and scientifically sound, would be one way to ensure the good life to many, and greater progress for all. Free scholarships and other forms of encouragement and recognition by public institutions could do much to cause gifted youths to work harder for the advancement of all.

▼

Cooperation instead of competition should be the slogan in all education. Daily, the truth should be dwelt upon, that good ideas are above price and are meant to become the property of the public treasure-house.

The true genius, the highly gifted one, should keep in mind the admonition of Holy Scripture, that, "Of him to whom much is given, much shall be required."

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Perth Amboy, New Jersey

Regarding the Weiss-Hartley Physical Training Bill

The Congress has before it a bill pertaining to peace time physical training. It is known as the Weiss-Hartley Bill. The arguments being used in favor of the bill are based on half truths and on wrong deductions from wrong premises. The objective is to make all Americans strong and happy "through physical training, competition in sports, camping, hiking and kindred activities." "Kindred activities" is a phrase dear to the hearts of physical culturists. The number and variety of items the physical culturists in the educational field include in a program of physical training is almost unbelievable. In 1944 the Division of Health and Physical Education of New York State included microscopic examination of onion skin and human skin as an item in the physical education program.

A false premise on which arguments in favor of the Weiss-Hartley Bill are based is that one out of every five selectees were rejected because of physical defects and that this record was due to the lack of a physical training program. Representative Weiss is quoted by the United Press as saying, "If this program had been in effect before the war it would have saved countless thousands of lives, made it unnecessary to draft married men, eliminated the consequent impact on American families and averted the current man power crisis."

It is a matter of record that only a very small per cent of selectees have been rejected by the armed forces because of chronic ill health or physical debility. Mental disorders, eye trouble including blindness, punctured ear drums, amputation of arms and legs, bad hearts, deafness, color blindness, and infantile paralysis are among the reasons for physical rejection of selectees. No physical training program could eliminate these things.

Physical training is a good thing. For nearly twenty years the physical culturists among our educators have been attempting to obtain control of the physical education program in the schools and colleges. It is no secret that the professional physical culturists in many state departments of public instruction and in many of the teacher training institutions would like to eliminate inter-scholastic and inter-collegiate athletics. "Curtail football," "Give the game back to the boys," "Take the coach off the bench and relegate him to the stands during the game." These are some of the slogans familiar to anyone who has followed the efforts of the physical culturists. The Weiss-Hartley Bill if enacted into law would go far to accomplish the purpose of the physical culturists. But it would do more than that. It would set up a system of regimentation of American youth in the schools and it would not accomplish its stated objective of preventing the physical defects which have resulted in the rejection of selectees by the armed forces.

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YOUR BEGINNING TEACHER

GEORGE S. GOODELL
Supervising Principal
Carteret, New Jersey

TODAY the average beginning teacher is very likely to be a recent graduate of either a teachers' college, or of a liberal arts college. In either case, she is likely to be two years older than the beginning teachers of thirty years ago. This is, of course, because of the fact that in those days a great many persons were starting to teach after having taken only two years of professional training in a state or city normal school.

What are the implications of this for your beginning teacher? In the first place, it implies that a much more adequate professional training, including a longer experience in student observation and practice teaching, has been obtained. The two extra years also mean greater emotional maturity, and usually a higher degree of poise and personal stability. All this points to more successful work in the classroom by teacher and pupils. The superintendent may expect to have a person who possesses better judgment and greater skill in developing and maintaining in her classroom a wholesome situation in reference to pupil behavior.

Overt acts of misconduct by pupils will be relatively scarce, as compared with the disciplinary difficulties of earlier years. This is of course caused not only because of better training, but also because schools and learning have been made more interesting to youth today.

A problem faced by every beginning teacher is that of securing a suitable place to obtain board and room. Comfortable living accommodations, good food, and a quiet room in which to study, write tests, and correct papers, are very necessary to the health, emotional poise, and happiness of the new teacher. In communities of less than 15,000, the supervising principal or superintendent of schools is often helpful to the new teacher in suggesting the names of approved homes which will accept a boarder. A good address, i.e., a room in a desirable section of the city or town, will also contribute to the community's regard for the teacher. Some school administrative officers maintain a card file of approved rooming places, for the benefit of unmarried teachers and new teachers.

It is essential also for the success of your beginning teacher that she have a well planned personal program of recreation. This may include participation in a woman's club or a church society; in outdoor seasonal sports, such as swimming, skating, hiking, horseback riding, tennis, etc.; attendance at plays, concerts, the opera, and well selected social dances; and the more passive forms of recreation such as reading newspapers, fiction, and magazines, attending the movies and listening to the radio. Some teachers have individualized relaxing hobbies,

(*Continued on page* 104)

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The News Digest

OF EDUCATION IN ACTION

Veterans Slow to Take Education Offer

WASHINGTON. — War veterans are taking unemployment pay from Uncle Sam faster than they're taking his free education. Disabled veterans seem slowest of all to dip into the basket.

More than 1,500,000 veterans have been discharged from the armed forces and this is the story told by the Veterans Administration which hands out the money:

More than 17,000 veterans weekly are drawing unemployment pay. The number has been rising steadily since the program started last September. The VA has paid out already about $6,000,000 in unemployment money.

Only 12,589 are back in school—ranging from grammar school to college—at Government expense—although 30,000 have applied.

Only 9,359 disabled veterans—from the 46,420 listed as eligible in the VA files—are taking advantage of the Government's rehabilitation program.

(This is for veterans whose disabilities have so handicapped them that they can learn at government expense for as long as it takes to learn a totally new way of making a living.)

14 College Heads Urge Military Training

WASHINGTON. — Disputing a contention of 12 fellow educators, 14 college heads called for immediate consideration and adoption of universal military training.

Signers of the letter to President Roosevelt are: John G. Bowman, Chancellor, the University of Pittsburgh; Edwin S. Burdell, Director, Cooper Union; Robert C. Clothier, President, Rutgers University; Karl T. Compton, President, Massachusetts Institute of Technology; Thomas S. Gates, Chairman of the Board, University of Pennsylvania; Ernest M. Hopkins, Dartmouth College; Robert L. Johnson, President, Temple University; Stanley King, President, Amherst College; William Mather Lewis, President, Lafayette College; Charles Seymour, President, Yale University; Franklin B. Snyder, President, Northwestern University; John J. Tigert, President, University of Florida; Levering Tyson, President, Muhlenberg College; Blake R. Van Leer, President, Georgia School of Technology.

Studebaker Would Step Up Work of Education Office

WASHINGTON.—Plans for a sweeping reorganization of the United States Office of Education, designed to improve the services now rendered to the schools and colleges of the country, are outlined by Dr. John W. Studebaker, commissioner, in his recent annual report. Under the revised program the personnel of the office would be trebled, the departments brought up to date and the work extended in the elementary and secondary fields.

Particular emphasis is placed on the role that education is expected to play in the post-war period. The new set-up would include a division of international relations to cover such areas as the American republics, the European nations, the British Commonwealth and the Far Eastern countries. Through the reorganization it is hoped that the education office can give "national leadership and assistance" to the school systems of the States.

At present the personnel of the office, which was established seventy-seven years ago, numbers 120; the changes would add 240 additional educators at a cost of $600,000.

If the bureau is reorganized, Dr. Studebaker observes, it could be expected to fulfill these duties:

(1) The collection of information with respect to education in the States and in other countries so as to make possible intelligent comparisons and conclusions regarding the efficiency of educational programs.

(2) The formulation and recommendation of minimum educational standards which ought to be made to prevail in the schools and colleges of all the States and the preparation of suggested proposals and plans for improving various educational practices, arrived at by cooperative planning among private and public educational organizations and lay groups.

(3) The provision of service of a national character that cannot well be undertaken by States acting alone, such as the collection, interpretation and dissemination of national statistics, the conducting of national and other important surveys, the convening of conferences of national significance.

(4) Pointing out desirable educational ends and procedures, evaluating educational trends and giving educational advice and discriminating praise.

(4) The offering of consultative services to States, school systems and higher educational institutions on problems of reorganization, finance, administration and curriculum.

(6) The coordination of Government activities relating to education through schools and colleges.

In all these functions the education officials say encouragement rather than control are the objects of the Office of Education with respect to the school systems in the States.

Congress Considers Plight of Colleges

WASHINGTON.—American colleges and universities, with their enrollment cut in half, are in serious financial straits and must receive substantial aid from the Federal Government if they are to continue to function effectively. If the war continues another year the danger point will be reached in many well-known four-year institutions. That is the finding of a report on higher education prepared for the Committee on Education of the House of Representatives.

Conducted under the direction of Dr. Francis J. Brown, consultant of the American Council on Education, the study explored the status of the 1,700 colleges, professional schools and technical institutions in this country. Twelve prominent educators, representing every phase of schooling, comprised the committee; they have been working on the report since last summer. Although intended to "advise" the House Committee on Education, the survey contains various recommendations that are to be introduced as proposed legislation.

One of the most far-reaching recommendations recognizes that a war emergency exists and advocates that colleges receive Federal aid to the extent of $25,000,000 yearly.

Allies Reopening Schools in Italy

ROME.—Italian children in the areas near the front line who figured the war would give them an extra vacation from school are being sadly disappointed. Through the efforts of the Allied Military Government, schools are being reopened in towns where recitations in class sometimes are punctuated by the dull booming of artillery.

Re-establishment of the educational system is about the first job that AMG officers tackle after they take care of the feeding, clothing, housing and health of Italians in communes through which the Germans, the Allies and the war have passed.

The difficult job is made easier by the cooperation of the Italians, according to Capt. Dexter G. Tilroe, an AMG education officer for a sector in eastern Italy. Captain Tilroe finds the Italian school authorities to be "keen on getting the system going."

Wide Disparities Shown In States' Aid to Schools

PHILADELPHIA.—Disparities in financial provision for education throughout the United States have resulted in children in some sections receiving 60 times the schooling opportunity given to those in less favored communities, according to a two-year survey sponsored jointly by five national education bodies. They are the United States Office of Education, the American Council on Education, the National Council of Chief State School Officers, the Southern States Work Conference on School Administration, and the National Education Association.

With a plea for more adequate financing of schools, the report summarizes its comparisons on the basis of expenditures per class-room unit. These vary from systems spending $6,000 a year on each classroom unit to those functioning at a cost of $100 to a unit. An estimated 19,497 children profit by the former, while approximately 38,253 get the minimum.

If the median of $1,600 is recommended for the nation as a whole, there are nearly 10,000,000 pupils in school systems spending less than this amount, the survey disclosed. Even if $600 were to be decided upon as the accepted standard, there would still be nearly 2,000,000 children below this "poverty level," the report says.

Leading indirectly to the conclusion that the Federal Government must lend financial support, it emphasizes that the states with the least adequate school systems are making substantially greater sacrifices to finance education than is the nation as a whole or are states with relatively high levels of support for their schools.

The conclusions, as drawn by Dr. John K. Norton of Teachers College, Columbia University, in testifying at a hearing of the Senate Committee on Education and Labor, stress the meager provisions for citizenship training available under an inadequate school budget.

"The denial of decent educational opportunity to millions of American children and youths in the United States will continue as long as the financing of education rests almost solely on the fiscal resources of the individual states," he said.

"The immediate and effective remedying of the situation is a matter of primary public concern, because this situation violates one of the fundamental tenets of American life and constitutes a continuing source of national weakness."

Journalism Schools Gain Students

SYRACUSE, N. Y.—Enrollment has increased this year in schools and departments of journalism which suffered severe losses in registration during the earlier years of the war. The increase of upper-class and graduate students compared with the number registered last year is 28 per cent in the schools holding membership in the American Association of Schools and Departments of Journalism and 23 per cent for twelve other institutions surveyed. Eighty-five per cent of the students are women in contrast with an approximate pre-war 50-50 registration of men and women.

The statistics were gathered by Dr. Douglass W. Miller of the School of Journalism faculty at Syracuse University in his annual survey of journalism enrollments in the United States, for Journalism Quarterly.

British Museum Feels Loss of Books

NEW YORK.—"The resources of the British Museum should be available to students about two months after the end of the German war," Sir John Forsdyke, director of the museum, told members of the Columbia University faculty Wednesday at a luncheon at the Men's Faculty Club. "Needed materials will be brought back from their air-conditioned underground repositories as students request them."

Much of the bomb damage sustained by the museum occurred to structures long scheduled for replacement, he said. Henry Thomas, keeper of printed books, added that the museum's heaviest single loss was suffered

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The Journal of Education is pleased to recommend to its readers the following firms, each specializing in dependable merchandise and services for schools.

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XUM

in May, 1941, when incendiaries accounted for 150,000 volumes. Thus far, 15,000 of these have been replaced. For libraries of all kinds, including municipal and rural, he estimated losses at fifty destroyed, 100 seriously damaged and 300 slightly damaged.

Southern Educators Linked for Progress

CHAPEL HILL, N. C.—In an effort to improve its educational program, the South is now turning the searchlight on itself through its own native leadership. At present more than 100 institutions of higher education, members of the Southern Association of Colleges and Secondary Schools, have committees at work looking toward the improvement of their instruction.

Numerous reports that have come out of these committees show increased concern with curricular problems, teacher-education, strengthened guidance programs and improved standards of scholarship. Significant is the fact that this activity is indigenous to the South. It has been stimulated by Southern educational leaders who see that substantial educational progress in this region must come by self-examination of the peculiar educational and social problems.

A committee on work conferences on higher education, headed by Prof. Edgar W. Knight of the University of North Carolina, has held two meetings and is planning a third as soon as conditions of restricted travel will permit. It has encouraged the collection and study of pertinent information on higher education in the South, the formation of committees in individual institutions for the study of their own problems, and the work of special regional committees.

Would Give Hot-Foot To Adult Education

NEW YORK.—The only way to get an adequate community program of adult education is "to build a fire under the Board of Education and the Board of Higher Education" and change the "tenth century regulations" under which the program now operates, Harry J. Carman, dean of Columbia College, said at a meeting of the New York Adult Education Council.

YOUR BEGINNING TEACHER

(*Continued from Page* 100)

such as playing musical instruments, or painting. Recreation is a wonderful aid in overcoming lonesomeness.

A balanced leisure time program, one providing real "re-creation" for the beginning teacher, will help him or her to maintain a good state of mental health, forget nagging worries, and build a cheerful attitude and personality. It will serve to offset the results upon the teacher's personality of constant association with juvenile minds, and the developing of what used to be called a "school teacherish" personality.

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In her years of training, the beginning teacher will probably have received some orientation upon what her attitude and conduct should be toward new ideas and constructive criticism from superiors and colleagues. Now is the time when she can act upon that good advice. An open-minded attitude should be preserved toward all suggestions from superiors and colleagues. All should be accepted gracefully and thought over at leisure. It is the supervisor's job to guide the beginner away from mistakes and pitfalls in her first year as a teacher. Also, to lead her into the best methods of class control, remembering that the *indirect* type of discipline, where the teacher creates a wholesome class environment, with interest and attention at a high level, and distractions and temptations towards misconduct reduced or obliterated, is much more conducive to good class control than the direct type involving threats, physical punishments, pain, and penalties.

Today, with the somewhat improved, (though outside of the cities still inadequate) teachers' salary schedules, better tenure laws, and some small degree of protection in old age by joint employee and state contributed pensions, teaching as a life work enjoys a definitely higher prestige than it did twenty-five years ago. Also, better school buildings and finer classroom and school equipment help make teaching the attractive occupation that it is today. Teaching has long ago passed the stage where for most young women entering it, it was considered only a temporary means of earning a subsistence before marrying. It has passed the stage of being, for the typical young man entering it, merely a prelude to the study of law or medicine, or some other lucrative profession. To those persons who really enjoy teaching, and they are to be numbered in the hundreds of thousands, this occupation still retains all of its old magnetism.

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In the years of peace we have seen our teacher's colleges and schools of education throbbing centers of activity, with thousands of the finest and the most devoted young people in the land crowding their classrooms, demonstration schools, and libraries. And so it will surely be again when the present titanic war has been waged to a successful finish. For the call of youth for employment which will be a challenge to their young hearts and hands must be answered, and the call of the schools for well trained new teachers will be insistent.

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Increasnigly, as time goes on, the problem of orienting your beginning teacher to her manifold responsibilities to the children in her classroom, and guiding her in beginning the successful practice of her profession will constitute one of the most important among the supervisor's and administrator's duties.

Dr. Odum Honored for Aiding Race Relations

NEW YORK.—Dr. Howard Washington Odum of the University of North Carolina was presented the Edward L. Bernays Award for Outstanding Achievement in Negro-White Relations by Dr. G. Bramley Oxnam at a Lincoln's Birthday luncheon given by the Federal Council of Churches at the Hotel Commodore.

Connected with the University of North Carolina since 1920, Dr. Odum has been chairman of the North Carolina Interracial Commission and the Southern Interracial Commission, and at present is President of the Southern Regional Council, an outgrowth of the Commission. The Bernays award, a thousand dollar war bond, was given to Dr. Odum for his leadership in movements to improve Negro-White relations in the South.

Scholarship Competition For High School Seniors

PRINCETON, N. J. — In a new, nation-wide scholarship program, two high school students from each state will be chosen to receive complete tuition, fees, and twenty-five dollars a month toward expenses at any accredited college. On behalf of the Pepsi-Cola Company, sponsors of the program, the College Entrance Examination Board will prepare a special aptitude test which will be given Monday, April 16, to high school students previously elected by their classmates. Secondary school principals are asked to arrange that members of their Senior classes elect from their groups those they consider "most likely to succeed" and forward this information before March 10th to the National Administrative Board for Pepsi-Cola Scholarships, 20 Nassau Street, Princeton, N. J. The aptitude tests will be administered under the supervision of two teachers, designated by the principal in each school, and will be scored by the C.E.E.B.

Wants Humanities To Offset Brutalities

NEW YORK. — Indoctrination of American youth with the will to maintain world peace must accompany any plan of compulsory military training in peacetime if brutalizing influences are to be avoided, according to Dr. Edwin Sharp Burdell, director of Cooper Union.

Nationwide expansion of adult education to provide reservists in every community with facilities for training in the humanities paralleling military refresher courses is advocated by Dr. Burdell. The public school as an evening center of adult training can offer "thrilling opportunities for humanistic studies supplementing the military drill and instruction afforded in the armory, Dr. Burdell declares.

Finds Boys of 17 Good College Material

EASTON, PA. — Seventeen-year-old boys are fully capable of doing college work of a high grade and make excellent headway toward acquiring a degree before they are inducted into the armed forces, according to a survey completed at Lafayette College. It was found that 65 per cent of the freshman class at Lafayette were on the dean's list, indicating that the younger students applied themselves more seriously to their studies than their older classmates.

Many undergraduates who entered college at 17 or younger were able to complete one and a half and in some instances two full years of college work before they were called for military duty. Dean Robert G. Crosen, who made the study, said that this Lafayette experience shows that the best step for boys 17 or younger who have completed their secondary school training is to enter college immediately.

Engineering Group For Industrial Hook-up

NEW HAVEN, CONN.—A program calling for post-war co-operation between higher educational institutions and industry, based on a coordinated system of broader academic curricula and apprentice courses in factories for college students, has been made public by the Yale Engineering Association after a six months' study of problems of education and obligations of industry in the field of engineering.

The survey, conducted with the assistance of leaders in every type of engineering production, made five specific suggestions: (1) Industry should

Seek Post-War Value In Work-Study Plan

NEW YORK.—A study of part-time employment of high school students under school supervision, developed during the war as "work-study plans," has been undertaken by the National Child Labor Committee, to determine the relation of such plans to post-war education and employment, it was announced by Mrs. Gertrude Folks Zimand, gneral secretary of the committee.

"Paid employment of high school students under a plan organized and supervised by the schools," said Mrs. Zimand, "has been the most constructive use of student manpower during the war. Where these plans have been in operation, school leaving has been reduced considerably and students have received far better training and experience than can be obtained in the miscellaneous after-school jobs which they otherwise find for themselves.

"Before these programs begin to taper off with decreasing war production, we believe they should be studied to determine whether or not work experience under school supervision has educational values which should be taken into consideration in future planning of secondary school curricula.

"The committee has secured the services of Harold J. Dillon of the Connecticut State Department of Education on a leave of absence for a year to make the study. Mr. Dillon will study representative examples of the work-study plan in various sections of the country.

"In addition to methods of organization and operation, information is needed from schools, employers, labor and the students themselves as to the educational or vocational value of work experience, whether it tends to keep students in school by increasing their interest, whether their school work is favorably or adversely affected, whether employers are sufficiently interested to be willing to cooperate in providing opportunities for work experience after the war, and whether labor is favorable or opposed to part-time employment of students as an educational measure."

make special scholarships available for students; (2) student work in factories during the summer; (3) special pedagogical methods for veterans, both in industry and universities; (4) the addition of courses in the humanities for undergraduate engineering students; (5) refresher courses for veterans as part of industrial as well as university programs.

Free Material on Canada Available to Teachers

WASHINGTON.—The Canadian Wartime Information Board has announced that its offices will distribute at request maps, posters and pamphlets about Canada. A wide selection of photographs is available on loan. Publications which may be obtained include Canada at War, Canadian Affairs, Canadian Affairs Pictorial, and Postwar Planning Information. Those interested should address the Board at 1205 15th Street, Northwest, Washington 5, D. C.

Nuns Study Radio

DETROIT, MICH.—Because their students have shown an increased interest in the field of radio, 57 teaching sisters and one brother from parochial schools here are enrolled in a radio course which is being given at Cass Technical High School. The course is designed to help those teaching physics, radio, aviation and allied subjects.

College Goes in for "Career Determination"

GENEVA, N. Y.—To aid students in making an intelligent choice of a career, a new program has been introduced at Hobart and William Smith Colleges.

This service, "Career Determination," has been developed by a management consultant, Warren D. Bruner, formerly of the Cadette Training Department, airplane division, Curtiss-Wright Corporation, Buffalo, and now a staff member of the co-ordinate colleges.

Special testing techniques will help students evaluate their own qualifications after research into the inclinations, abilities and education needed for success in each field. Provision is made for movies, lectures by visiting experts and trips to industry and business to visualize actual conditions.

John Tobin Heads Cambridge Schools

CAMBRIDGE.—Michael E. Fitzgerald, ill for many months, resigned recently as superintendent of Cambridge schools and was replaced in the $8100 a year post by John M. Tobin, acting superintendent since September, 1943.

Tobin, elected by a 4-4 vote of the Cambridge School Committee, is a veteran of 32 years with the Cambridge school system. He was appointed assistant superintendent in 1932.

New Short Courses For Texas Veterans

COLLEGE STATION, TEXAS.—A two-point post-war program, to provide short, practical, education for tens of thousands of Texans, including war veterans, and to conduct intensive research in agricultural and industrial fields, has been announced at the Texas Agricultural and Mechanical College. A recently chartered research foundation already has received $100,000 for industrial research.

A $6,000,000 building program will provide new A.&M. sponsored schools, where sixty-five mechanical and sixty-five agricultural fields will be covered. A two-year terminal course, divided between general subjects and vocational training will be given to young men at the new centers.

University Clinics To Aid Teachers

BOWLING GREEN, OHIO.—To foster continued growth in the teaching profession and to meet the immediate needs of the alumni, the College of Education of Bowling Green State University has announced a seven-point program of field service. To be available to teachers are the reading clinic, speech clinic, the behavior clinic, the field laboratory program, the measurement and curriculum laboratory, the workshop project and the bureau of appointments. Teachers who need aid in solving problems encountered in the school-room may call upon any of the seven divisions to study their problems.

Grins Between Grinds

THIS TIME IT'S A LAWYER

A defense attorney noted for his absentmindedness was addressing the court:—

"Your Honor, I happen to have known this man personally for many years and I can assure you that he is an unmitigated scoundrel, dishonest in every breath he draws."

Just then some one whispered a reminder to the attorney that he was talking about his own client. He continued:

"But what one of us has not been grossly maligned by his contemporaries?"

UNDENIABLE

Rastus: "Dey's a man outside who wants to see yo' about collectin' a bill. He wouldn't give me his name."

Boss: "What does he look like?"

Rastus: "He looks lak yo' bettah pay it."

AND RINGS

She: "Do you know what happens when a body is immersed in water?"

He: "The telephone rings."

WELL-PAIRED

The list of prize winners at a recent picnic was announced as follows:

"Mrs. Smith won the ladies' rolling pin throwing contest by hurling a pin 75 feet."

"Mr. Smith won the 100-yard dash."

NOT SINGULAR

Teacher, looking at student's homework—"I don't see how it is possible for a single person to make so many mistakes."

Student, proudly—"My father isn't single. He's married."

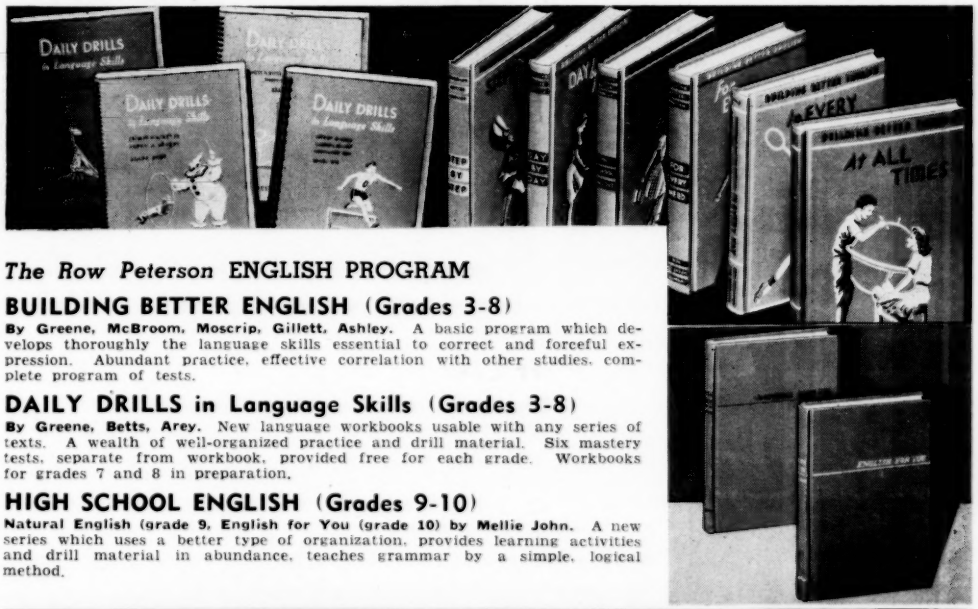
SETTLING IT

Mark Twain, who was an ardent Baconian, once found himself in an argument over the Shakespeare-Bacon controvery.

"I'll wait," said Twain, "until I get to Heaven and ask Bacon if he didn't write the plays."

The loyal Shakesperian replied: "I don't think you'll find Bacon in heaven."

"Then you ask him," was Twain's rejoinder.



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